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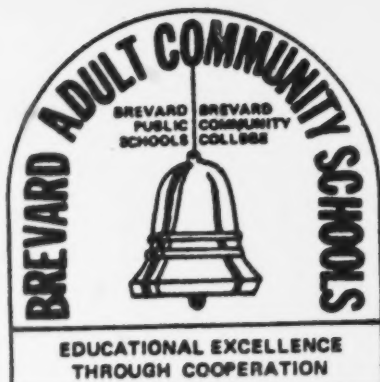
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ABSTRACT

This compilation of program materials serves as an introduction to and overview of Florida's Brevard Community College's (BCC's) Competency-Based Adult High School Completion Project, which was conducted to teach administrators, counselors, and teachers how to organize and implement a competency-based adult education (CBAE) program; to critique and disseminate locally developed CBAE curricula for high school completion based on state curriculum frameworks and performance standards; and to develop and instruct teachers in the use of a training manual for CBAE classroom management. Following introductory comments, the project overview focuses on: (1) the need for the project; (2) major activities; (3) objectives; (4) current status of project activities; (5) highlights of the Brevard Community College experience; (6) the development of the CBAE curriculum packages, including work directions given to writers; (7) the CBAE high school completion curriculum; (8) instructions to users of the CBAE module users; (9) promotional materials for project events; (10) a letter of agreement clarifying the relationship between school districts and the project; (11) instructions for creating an effective module; (12) sample Student Learning Guides; and (13) introductory material from other project publications. (UCM)

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ADULT/COMMUNITY EDUCATION (ACE) NETWORK
Exemplary Program, 1986



COMPETENCY-BASED ADULT HIGH SCHOOL
CURRICULUM PROJECT



CBAE

COMPETENCY-BASED ADULT EDUCATION

Elizabeth Singer



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BREVARD COMMUNITY COLLEGE

Adult Education Division
Florida Atlantic University

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Cocoa, Florida 32922

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Dr. A. Perkins Marquess, Provost

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Tallahassee, FL

John Lawrence, Bureau Chief
oooooooooooooooooooo

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Tallahassee, FL

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Dr. Bill Blank, University of South Florida
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COMPETENCY-BASED ADULT HIGH SCHOOL
CURRICULUM PROJECT

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CBAE HIGH SCHOOL COMPLETION

INTRODUCTION:

As you will notice, we have quickly pulled together a bit of information to give you an overview of BREVARD COMMUNITY COLLEGE's Competency-Based Adult High School Completion project which was developed through funding from two 310 Special Demonstration Projects awarded by the Bureau for Adult/Community Education, Tallahassee, and local Staff and Program Development Grants (S&PD).

Total funding from 310 was in the amount of \$102,000 with local S & PD Grants at \$34,000. This doesn't include local funds used to purchase textbooks or the printing of the CBAE Student Learning Guides.

The first grant, awarded for 1984-85, addressed creating a CBAE management system with target groups being adult administrators, counselors, and teachers. CBAE had become somewhat peripheral throughout Florida over the years. With new State mandated curriculum guidelines, it became imperative that adult educators come up with a uniform delivery system. There were 18 districts and community colleges involved in creating a CBAE MANAGEMENT GUIDE which clarified our understanding of how a CBAE high school program should be organized and implemented. The contents of this guide reflects research, common definitions of CBAE, and Florida's compliance to State and local restraints.

By the spring of 1985, adult educators had in hand course curriculum frameworks and performance standards mandated by the State. The second grant for 1985-86 was written in collaboration with the Adult Education Division, Florida Atlantic University. This grant for \$80,000 had as its primary objective to critique and disseminate our locally developed CBAE curriculum for high school completion based on the State curriculum frameworks and performance standards. This new curriculum was written during the spring

and summer of 1985 with funding from Staff & Program Development grants. With CBAE implementation during the fall of 1985 at the College, we were hard pressed to have in place a training manual for teachers which addressed classroom management for CBAE. We had developed a CBAE Student Services Guide in the spring of 1985. By May, 1986, we had a viable CBAE Classroom Management Guide in place. These three documents, plus our curriculum, were shared in a major training session at a state-wide CBAE Conference held in St. Petersburg Beach on May 6 & 7, 1986. Our 310 Grant allowed for paying travel expenses and registration fees for over 135 adult education teachers and counselors. There were over 200 in attendance.

In May of 1986, the CBAE High School Completion Project was selected by the Adult/Community Education (ACE) NETWORK as an exemplary program. Over 36 districts and community colleges have either come to Brevard for orientation and pick-up of the curriculum or requested portions of the program. Our first ACE NETWORK workshop was held on July 17, 1986 in Brevard with 18 participants from five counties. An average of four such sessions are scheduled for 1986-87. Technical assistance is also given upon request.

Florida is currently sharing with out-of-state adult educators the three documents developed under the 310 grants. However, we are in the validation and revision stages with our CBAE curriculum and can not at this time share it out-of-state.

You may order the following documents by using the order form found on the last page of this information booklet:

CBAE MANAGEMENT GUIDE
CBAE STUDENT SERVICES GUIDE
CBAE CLASSROOM MANAGEMENT

The College has been awarded another 310 Special Demonstration Grant for 1986-87 to write CBAE Curriculum for grades 5-8 (Level II, ABE). We have found that many students need remedia-

tion and pre-G.E.D. skills prior to entry into the high school diploma program or G.E.D. preparation.

This project is a Statewide impact endeavor which involves an Executive Planning Committee, representative of the five regions of Florida. The writing of the student learning guides will be contracted out to adult education teachers throughout the State. We expect to have uniform guides, instructional materials, and processes. As a result of this project, there is expected to be state ownership for CBAE products.

What has happened around the State of Florida as a result of these projects? Adult educators have taken Brevard's model and adapted it to their local needs. They have shared with us the improvements they have made in the curriculum. These projects have saved money, energy, and time for local programs. Florida is becoming a leader in its effort to create "quality adult education programs in order to merit equality funding" from our State Legislature.

We hope you will share with us your reaction to this CBAE program. Suggestions for improvement are always welcomed.

Elizabeth Singer, Dean for
Adult/Community Education
310 Project Writer/Director

Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

Tel: (305) 632-1111, Ext. 3180

FLORIDA'S ADULT/COMMUNITY EDUCATION (ACE) NETWORK EXEMPLARY PROGRAM
Competency-Based Adult High School Completion
MODEL

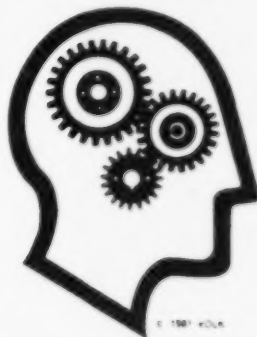
NEED FOR PROJECT . . .

"IN ORDER TO COMPLY WITH THE NEW STATE EDUCATIONAL REQUIREMENTS, THERE IS A NEED FOR DISTRICTS AND COMMUNITY COLLEGES WITH ADULT PROGRAMS TO IMPLEMENT A WELL-DEFINED CBAE PROCESS. IT IS BELIEVED THAT THIS IS THE BEST WAY TO APPLY ADULT LEARNING PRINCIPLES, GIVEN THE PARAMETERS OF NEW STATE LEGISLATION."

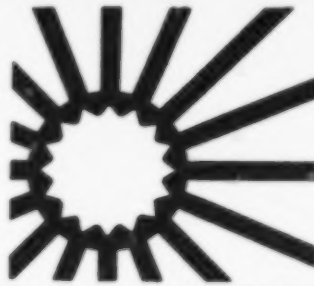


MAJOR ACTIVITIES OF PROJECT. . .

1. DEVELOP A UNIFORM CLASSROOM MANAGEMENT SYSTEM AND COMPETENCY-BASED CURRICULUM PACKAGES FOR THE BASIC HIGH SCHOOL SUBJECTS THROUGH THE USE OF WRITING TEAMS.
2. DEVELOP AND FIELD-TEST A STAFF TRAINING MODULE ORIENTATION TO CBAE (AT ANY LEVEL OF INSTRUCTION) AND USE OF CURRICULUM PACKAGES AND MANAGEMENT SYSTEM.
3. PROVIDE TRAINING AND TECHNICAL ASSISTANCE IN CURRICULUM PACKAGE DESIGN AND PREPARATION, TEST ITEM CONSTRUCTION, AND CBAE ORIENTATION AND IMPLEMENTATION THROUGH A SERIES OF WORKSHOPS AND STATEWIDE CONFERENCE.



OBJECTIVES . . .



1. ADAPT OR DEVELOP COMPETENCY-BASED CURRICULUM PACKAGES FOR THE BASIC HIGH SCHOOL SUBJECTS OF SCIENCE, SOCIAL STUDIES, MATHEMATICS, LANGUAGE ARTS, HEALTH, AND FOR AS MANY ELECTIVES AS POSSIBLE.

(ADAPTATION - PRIMARY FOCUS WITH CRITIQUE OF CURRENTLY DEVELOPED PACKAGES)
2. COMPLETE A UNIFORM CLASSROOM MANAGEMENT SYSTEM TO BE INCLUDED WITH EACH CURRICULUM PACKAGE.
3. PLAN, PUBLICIZE, AND COORDINATE A STATEWIDE CBAE CONFERENCE WITH SESSIONS DESIGNED FOR ADULT EDUCATION TEACHERS, ADMINISTRATORS, AND GUIDANCE COUNSELORS.
4. PROVIDE TRAINING AND TECHNICAL ASSISTANCE ON CBAE PROGRAM MANAGEMENT AND USE OF CURRICULUM PACKAGES TO SCHOOL DISTRICTS AND COMMUNITY COLLEGES ADULT EDUCATION PERSONNEL.
5. DEVELOP AND FIELD-TEST A STAFF TRAINING MODULE WHICH COULD BE USED BY SUPERVISORS INTERESTED IN INITIATING CBAE PROGRAMS.
6. PROMOTE THE DEVELOPMENT OF A CBAE NETWORK IN FLORIDA.

7. PROVIDE A CLEARINGHOUSE AND INFORMATION AND REFERRAL SERVICE FOR COMPETENCY-BASED ADULT EDUCATION.
8. FORM A CBAE ADVISORY COMMITTEE REPRESENTATIVE OF THE FIVE REGIONS, EXPERTISE, AND INTEREST IN THIS PROJECT.



CURRENT STATUS . . .

1. 38 HIGH SCHOOL COMPLETION CURRICULUM PACKAGES COMPLETED BY TASK TEAMS IN BREVARD COUNTY. \$24,000 SPENT IN THE SPRING AND SUMMER - (STAFF & PROGRAM DEVELOPMENT GRANT FROM THE COLLEGE).
2. SUBJECT AREA TASK TEAMS CURRENTLY REVIEWING/CRITIQUING THESE DRAFTS. VALIDATION GOING ON IN BREVARD AS WE USE THESE DRAFTS IN OUR CBAE PROGRAM.

ALSO, ORANGE, PASCO, HILLSBOROUGH, PALM BEACH, SARASOTA INVOLVED IN EVALUATION.

3. ALREADY COMPLETED . . .

MANAGEMENT GUIDE FOR CBAE

STUDENT SERVICES GUIDE FOR CBAE

CURRICULUM PACKAGES FOR 38 HIGH SCHOOL SUBJECT AREAS

4. BEING DEVELOPED . . .

CLASSROOM MANAGEMENT SYSTEM FOR CBAE

BREVAR'D EXPERIENCE . . .

1. NO CBAE PROGRAM IN PLACE DURING 1984-85.
2. PROJECT (1984-85) TO WRITE A CBAE MANAGEMENT GUIDE
3. SPRING EXPERIENCE - TWO ADULT CENTERS SET UP CBAE PROGRAM IN MATHEMATICS, LANGUAGE ARTS AND SOCIAL STUDIES.
4. SUMMER WRITING TEAMS

5. FALL IMPLEMENTATION - NOT ALL PACKAGES COMPLETED

ORDERING INSTRUCTIONAL MATERIALS

SET UP OF LABS

THE EVENING CENTER VS THE DAY FULL TIME CENTER

TRAINING OF STAFF (counselors/instructors)



WRITING THE CBAE CURRICULUM PACKAGES



1. THE "HEADACHES" . . .

2. ADVANTAGES . . .

- A. AVAILABILITY OF QUALIFIED TEACHERS FOR SUMMER WORK
- B. THEY DIDN'T KNOW HOW MUCH WORK WAS INVOLVED.
A FIRST TIME EXPERIENCE
- C. JOHN WIGLEY HAD AN "IN" WITH INSTRUCTORS
- D. MONEY SUPPLIED BY S & PD GRANT
- E. COMMITMENT BY COLLEGE TO GET IT DONE

3. DISADVANTAGES . . .

- A. SHORT PERIOD OF TIME - TURN-AROUND
- B. SLOWNESS AT REPRODUCTION
- C. TYPING/DECIPHERING WORK
- D. WORD PROCESSING SHORT ON HELP/COMPETITION
- E. TURN-AROUND TIME FOR ORDERING MATERIALS
- F. SET-UP OF LABS - WHO DOES IT?
- G. STAFF TRAINING - PART-TIME TEACHERS
- H. HAPHAZZARD TRAINING OF WRITERS

WORK DIRECTIONS GIVEN TO CBAE WRITERS . . .

NOTE: USE ONLY COUNTY/STATE ADOPTED TEXTBOOK FOR FIRST
LEARNING ACTIVITY IN EACH STUDENT LEARNING GUIDE
WHERE POSSIBLE.



1. ONE LEARNING GUIDE FOR EACH PERFORMANCE STANDARD.
(WE DID COMBINE STANDARDS IN SOME CASES, ESPECIALLY
IN SOCIAL STUDIES)
ALSO, ALGEBRA I WRITTEN AS UNITS WITH COMBINED STANDARDS.
2. PRE-TEST & POST - TEST WRITTEN SEPARATE FROM GUIDE.
3. INCLUDE A PRE/POST TEST ANSWER KEY SEPARATE FROM GUIDE.
4. WRITE A FINAL EXAMINATION FOR EACH .5 CREDIT. DIVIDE
EACH COURSE INTO 1/2 SEMESTER COURSES. I.E., AMERICAN
HISTORY A, AMERICAN HISTORY B. ENGLISH IA, ENGLISH IB.
5. AFTER GUIDES ARE WRITTEN, LIST ALL TEXTBOOKS, ETC. USED
AND GIVE SOURCE. MUST USE FOR FIRST LEARNING ACTIVITY -
THE STATE AND COUNTY ADOPTED TEXTBOOK.
6. EACH LEARNING GUIDE SHOULD HAVE TWO TO THREE LEARNING
ACTIVITIES AND A SELF-CHECK BEFORE TAKING THE POST TEST.
7. INCLUDE A COMPETENCY CHECK LIST. SEE SAMPLE ATTACHED.
8. SELF-CHECK SHOULD BE ADDITIONAL QUESTIONS OR ANSWERS TO
LEARNING ACTIVITIES. (REFER TO PAGES IN TEXTBOOKS FOR
ACTIVITIES OR ANSWERS ---OR WRITE OUT A SELF-CHECK WITH
AN ANSWER KEY FOR THE STUDENTS.

9. IF YOU HAVE BEEN CONTRACTED TO TYPE YOUR LEARNING GUIDE, USE THE ATTACHED SAMPLE. PLEASE REFER TO THE WORKSHEET SAMPLE ON WRITING THE LEARNING GUIDE.
10. CHECK WITH JOHN WIGLEY FOR TEXTBOOKS AND PROGRESS WHILE WRITING. IF YOU FINISH 1/2 (SEMESTER COURSE), TURN IN. DO NOT WAIT TO COMPLETE ALL OF THE COURSE.



AVERAGE PAY WAS BASED ON \$10.00 PER HOUR. WE FIGURED 1 AND 1/2 HOURS FOR EACH STANDARD.

EXAMPLE: 50 PERFORMANCE STANDARDS = \$750.00 (75 HOURS)

IT'S ESTIMATED THAT IT ACTUALLY TOOK TWICE THAT MUCH OR MORE TIME.

IN SOME INSTANCES, PEOPLE WORKED FOR 50¢ PER HOUR (LANGUAGE ARTS) AND THAT'S INFLATED!

WE HIRED A PART-TIME TYPIST DURING THE SUMMER MONTHS AND USED WORD PROCESSING AND SECRETARIES AT ADULT CENTERS. WE ARE STILL TYPING! THE FIRST OF NOVEMBER, WE HAD 8 MODULES STILL IN REPRODUCTION AND ABOUT 6 IN THE TYPING STAGE. 5 OTHER MODULES STILL OUT FOR COMPLETION.

REVISIONS WILL PROBABLY TAKE US TILL NEXT SPRING AND SUMMER!

CBAE HIGH SCHOOL COMPLETION CURRICULUM

10/16/87

COURSES COMPLETED

General Mathematics I (revised)
General Mathematics III
General Mathematics III
Consumer Mathemaics
Pre-Algebra
Algebra I
Algebra II
Business Math IA

Business Math IB (in Repro)
Informal Geometry

American Government (rev)
World History (rev)
American History I (rev)
American History II (rev)
Political Science
Economics
Sociology

Environmental Science
Fundamentals of Biology
Science - 1st. 16 Standards
General Science (rev)

English IA & B
English IIA & B
English IVB
Reading IA & B (rev)
Reading IIA & B
Writing I
Creative Writing
American Literature

Shorthand
Personal Typewriting
General Business

Health I - Life Mgmt Skills

Drawing & Painting I (Pasco County)
Economics (Orange County)
Art 3-D Comprehensive I (Sarasota)
Law Studies (Orange County)

* Returned to instructor for revisions

NEW COURSES IN FOR COMPUTER INPUT

Practical Indust. Skills
Practical Graphic Comm.
Ceramics & Pottery
Clothing & Textiles
* Advanced Reading
Keyboard I & II (piano)
Guitar I, II, & III
Spanish I, II, & III
French I & II
German I
Hebrew

COURSES IN FOR REVISIONS

Business Math IA
Consumer Math I & II
English I
English II
English IVA
English IVB
American Lit I & II
Economics
Creative Writing
Math I (rev 2)
Math II
Math III

COURSES BEING DEVELOPED

World Geography II
Employability Skills
Marine Biology
Computer Applications
Introductions to Computers
Computer Program, Basic I
Computer Program, Pascal
Personal Fitness

COURSES NEAR COMPLETION

Personal, Social, and
Family Relationships
Geography I
Practical Business Skills

CBAE HIGH SCHOOL COMPLETION CURRICULUM

COURSE COMPLETED:

General Mathematics I
General Mathematics II
General Mathematics III
Consumer Mathematics
Pre-Algebra
Algebra I
Algebra II
Informal Geometry
Business Math IA

American History I
American Government
World History
Political Science
Economics
Psychology
Sociology

Environmental Science
Fundamentals of Biology
Science - First 16 Standards
Fundamentals of General Science
Earth/Space Science

English I
English II
English III
English IV
Reading I
Reading II
Writing I
American Literature
Creative Writing
Advanced Reading

Shorthand
General Business
Typing, Personal

Health I- Life Management Skills

*See
Current
Status
sheet*

Courses Being Developed or in Reproduction:

Family, Social & Personal Relationships
World Geography
Employability Skills
Marine Biology
Business Math 1B
Computer Applications
Computer Program, Basic I
Computer Program, Pascal
Personal Fitness



CBAE

COMPETENCY-BASED ADULT EDUCATION

BREVARD COMMUNITY COLLEGE

Spring, 1986

REPLY TO: Cocoa Campus

Dear User of BCC's Competency-Based Adult High School Modules:

Brevard Community College, Open Campus, is pleased that we are able to share with you our Competency-Based Adult Education Curriculum for High School Credit. Each course module is written based on Florida's State Curriculum Frameworks and course Performance Standards as outlined in the Florida Course Code Directory. Each performance standard within a course has an individual student learning guide with pre and posttests for each standard. Courses are divided into semesters with a final examination for each semester. In the front of each course module, you will find a copy of the course curriculum frameworks and list of all performance standards for that course; a listing of all instructional materials used to write activities for each performance standard, and a separate set of pre/posttests and final examinations.

There are a few suggestions and cautions that need to be made about this curriculum before using:

1. These modules were written in a short period of time in order for us to begin CBAE in Brevard by September, 1985. Although developed by qualified instructors, we have found the need for major revisions in the case of several courses and minor ones for most all courses.
2. Revisions and validation have been occurring throughout 1985-86. It is expected that by the summer of 1987, most all courses will no longer be in "draft" form.
3. Examine the list of resources used in each course. If you have instructional materials already on hand and limited funds to purchase these new materials, do the following:
 - a. Type up new activities related to your instructional materials. Cut and paste-up in the "learning activities" area of each individual student learning guide. Check carefully pre/posttests and final exams. Tests should be generic, but if not, change test questions and answers to meet new material needs.
 - b. Type up a new list of resources used in the course.
 - c. Check carefully grammar and consistency within a course module.
 - d. If selecting new materials, try to use "programmed instructional materials" as much as possible. This will save having to develop

District Administration □ Cocoa Campus □ 1519 Clearlake Road □ Cocoa, Florida 32922 □ (305) 632-1111
Titusville Campus □ 1111 North Washington Avenue □ Titusville, Florida 32780 □ (305) 269-5664
Melbourne Campus □ 3865 North Wickham Road □ Melbourne, Florida 32935 □ (305) 254-0305
Patrick Center □ P. O. Box 4636 □ Patrick Air Force Base, Florida 32925 □ (305) 784-1911

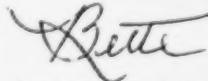
test questions and make the whole process of writing activities much easier.

If you wish to use all or part of the instructional material suggested for the course as is and need ordering information, contact JOHN WIGLEY, Cocoa Adult High School, Rosetine Street, Cocoa, FL 32922 or call (305) 632-5302 after 2:00 p.m. John will provide you with copies of his purchase orders for CBAE courses.

The only request we make of you is that you provide us with a copy of each course module that you revise. This will help speed up our own revision process.

We welcome your comments and suggestions for making improvements in our CBAE high school program.

GOOD LUCK!



Bette Singer, Dean
Cocoa Campus Adult/Community Education

CBAE WORKSHOP CONFERENCE REGISTRATION FORM

MAIL CHECK OR MONEY ORDER TO:
Florida Adult Education Asso.
206B South Monroe Street
Tallahassee, FL 32301

Name: _____

Title: _____

County: _____

Address: _____

Tel: () _____

Street

City

State

Zip

\$35.00 per participant Amount Enclosed

TWO DAY CBAE WORKSHOP ONLY

Adult/Community Education
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922

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CBAE

COMPETENCY-BASED ADULT EDUCATION

CURRICULUM

WORKSHOP CONFERENCE



MAY 6 & 7, 1986

TRADESWINDS RESORT

ST. PETERSBURG BEACH

153

Announcing...

COMPETENCY-BASED ADULT EDUCATION

CURRICULUM CONFERENCE

"BRINGING YOU SOME OF FLORIDA'S BEST PROGRAMS"

- *DIAGNOSTIC/PRESCRIPTIVE LEARNING
- *COUNSELING TECHNIQUES FOR RETENTION
- *CBAE PROGRAM MANAGEMENT
- *CBAE CLASSROOM MANAGEMENT MODEL
- *TEST DEVELOPMENT WORKSHOP
- *CBAE HIGH SCHOOL CURRICULUM MODULES
- *CBAE MODULE DEVELOPMENT/WRITING
- *INSTRUCTIONAL MATERIALS SELECTION
- *LEARNING & TEACHING STYLES
- *ABE, G.E.D., ESOL SPECIAL PROGRAMS
- *HANDS-ON WORKSHOPS WITH EXHIBITORS
- * * * * AND MORE! * * * *

EXHIBITORS DISPLAYS

THIS IS YOUR CHANCE TO SHARE
CURRICULUM AND COME AWAY WITH

NEW PROGRAM IDEAS!

This CBAE Conference is made possible
by a 310 Special Demonstration Project
from the Bureau for Adult/Community
Education.

TWO DAYS OF

HANDS-ON WORKSHOPS!

New
BE THERE!

LOOK

SELECT ONE OF THESE STRANDS

____ CBAE HIGH SCHOOL COMPLETION

____ ADULT BASIC EDUCATION

____ G.E.D. (OVERLAPS WITH ABE)

____ ENGLISH AS A SECOND LANGUAGE

NOTE: EACH DISTRICT/COMMUNITY
COLLEGE IS GUARANTEED AT LEAST
ONE PARTICIPANT WHO WILL HAVE
ALL EXPENSES PAID FOR THIS TWO
DAY CONFERENCE.

PAID PARTICIPANTS HAVE TO BE
ADULT EDUCATION TEACHERS OR
COUNSELORS -- PART-TIME OR
FULLTIME.

FOR AN APPLICATION FORM, CONTACT

BETTE SINGER

(305)632-1111, EXT. 3180

COST FOR OTHERS ATTENDING THIS
WORKSHOP CONFERENCE IS . . .

\$35.00

This Workshop being offered in
conjunction with the FACE/F
Joint Venture Conference
May 7-9, 1986

GREAT REASONS WHY...

ACE NETWORK & BREVARD COMMUNITY COLLEGE, Open Campus

presents . . .

CBAE HIGH SCHOOL CURRICULUM WORKSHOP

A G E N D A

Thursday, July 17, 1986

2:00 p.m. Cocoa High Library

- 2:00 - Welcome! Who's Here?
CBAE Curriculum Project Development Bette Singer
- 2:15 - CBAE: An Overview Dr. Lucy Guglielmino
- 2:45 - Administration of the CBAE Program John Wigley
- 3:15 - BREAK
- 3:30 - CBAE Student Services & Counseling Vernon Loyd
- 4:00 - CBAE Classroom Management Rebecca Camp
- 4:30 - CBAE Modules - Adapting to Your County Needs . . . Bette Singer
- 5:00 - 6:45 - MOTEL CHECK-IN AT HOWARD JOHNSON'S
(Suggest Restuarant - JON'S ARBOR, South on U.S. # 1 from
Howard Johnsons on your left).
- 6:45-8:30 pm - Visitation to Cocoa Adult/Community Ed. Evening Center
CBAE Program (Go to main office area) . . . John Wigley - Host

FRIDAY, July 18, 1986

8:15 a.m.

BCC COCOA CAMPUS ADMINISTRATION BUILDING
Board Room Upstairs

- 8:15-9:30 am - Informal round table discussion of problems/concerns
- 9:30- Leave for South Area Adult/Community Ed. Center in Melbourne
Visitation and Tour of Center Terry Cooper, Dean
Mona Hagerty, Instr.
- 11:00 - ON YOUR WAY BACK HOME

ACE NETWORK presents . . .

BREVARD COMMUNITY COLLEGE
Open Campus
COMPETENCY-BASED ADULT
EDUCATION
(CBAE)

Curriculum Project

ADOPTION AGREEMENT:

This agreement is intended to clarify the relationship between your district/ community college and the CBAE HIGH SCHOOL CURRICULUM PROJECT, Brevard Community College, Open Campus. It outlines the activities, responsibilities and goals of both parties involved in the adoption process.

This project has four major products and components which can be adopted as a total package or modified to suit local options. These products are:

1. CBAE MANAGEMENT GUIDE FOR ADMINISTRATORS,
TEACHERS, & COUNSELORS

This manual is intended to clarify Competency-Based Adult Education (CBAE) as to definition and program implementation. It is used as a primary resource for training of those new to CBAE as it relates to administrative management of the program.

2. CBAE STUDENT SERVICES GUIDE

Although a guide indigenous of a local program, this CBAE Student Services Guide incorporates State and local information with many options for transplanting or modifying as suits adopter needs. This guide is used in training of counselors and teachers.

3. CBAE CLASSROOM MANAGEMENT GUIDE

The primary thrust of this guide on classroom management is for the CBAE teacher/facilitator. However, both counselors and teachers benefit from this booklet's information. This guide was developed from universal concerns about the open entry-open exit concept and individualized instructional processes.

4. CBAE HIGH SCHOOL CURRICULUM MODULES

Based on Florida's Curriculum Frameworks and Performance Standards for high school courses listed in the State Course Code Directory, individual student learning guides are written for 35 courses. These modules are

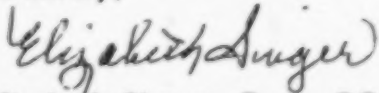
currently in the evaluation/revision stage, but are of great value for adoption or modification based on local resources.

There are a number of activities that can take place during the course of adopting. These are outlined in the agreement.

We are excited about this opportunity to share with you a project that revitalized our adult education program in Brevard. This project has had input not just from Brevard. Eighteen districts/community colleges in Florida assisted in the developmental stage.

If you have questions about the agreement, please feel free to get in touch with us. Do note that this agreement is not legally binding, but rather serves as a formalized statement that we are embarking on a cooperative adventure which will eventually benefit both parties.

Sincerely,

A handwritten signature in cursive script, appearing to read "Elizabeth Singer".

Elizabeth Singer, Dean, BCC
John Wigley, Dean, BCC
Project Directors

-20-

CBAE HIGH SCHOOL CURRICULUM PROJECT

Letter of Agreement

Bravard Community College
Open Campus
1519 Clearlake Road
Cocoa, Florida 32922
(305) 632-1111, Ext. 3180

AND

Institution: _____

Address: _____

_____ Tel: () _____

Adult Education Director: _____

Contact Person: _____

Target Group (s) ☐ Administrators ☐ Supervisors ☐ Counselors
 ☐ Curriculum Specialist ☐ Teachers
 ☐ Other _____

Type of Assistance:

☐ Brevard On-Site Training
☐ Technical Assistance - Adopter Site

Role of Brevard Community College

1. Provide consultants for training at two special demonstration CBAE sites in Brevard.
2. Provide one set of CBAE High School Curriculum Modules to visiting county for take home.
3. Provide a maximum of five copies each of three training components as listed on cover letter.
4. Provide rights for duplication/modification of all handouts/materials as needed by adopter.
5. Provide technical assistance and follow-up evaluation.
6. Provide estimated cost factors for training (if any) and program implementation for adopter.
7. TRAINING TIME-FRAME: Brevard Site
 Afternoon - first day = 3 hours with
 evening visitation to adult center = 1 1/2 hrs.
 morning visitation/consultation at a full-time center = 2 hours
 Technical Assistance = 1/2 day at Adopter Site

Role of Adopter:

1. Agree to visitation to Brevard County for training based on Brevard's arrangement of suitable dates and time.
2. Provide information on a survey form that clarifies number of people; their roles; their expertise/knowledge of CBAE, and local conditions for CBAE implementation.
3. Provide on a survey form specific goals, objectives, activities and approximate time-lines for adoption of CBAE curriculum/ concepts.
4. Indicate level of support and resources to be provided at local level on part of the administration (School Board or Board of Trustees) and teachers.
5. Agree to evaluate the CBAE Curriculum Modules and share results with Brevard Community College.
6. Complete a formal and informal evaluation with BCC staff following the training session.

Signature of Authorized Person
CBAE PROJECT

Signature of Adult Education
Director or Person Authorized
to support training

Date

Date

NOTE: As part of this agreement, those who use any materials developed under this project are not authorized to misrepresent their origins at training sessions or conference presentations or in any manner that does not give credit to Brevard Community College.

WAYS TO CREATE AN EFFECTIVE MODULE

1. Covers right amount of content - Not too much - Not too little (single useful competency).
2. Clearly tells what is being learned and why.
3. Tells exactly how mastery will be determined.
4. Within module - teaches one new concept at a time - not all at once.
5. Presents instruction in each concept in varied, yet appropriate means.
6. After new concept presented - provides for practice and application of concept.
7. Provides direct immediate feedback on practice.
8. Provides corrections if needed in manner different from initial presentation.
9. Provides adequate structure and guidance.
10. Largely self-instructional.
11. Involves instruction to evaluate, monitor, reinforce, give feedback, check, question, answer, etc. (instructor should be involved with each learning objective other than just checking for competency.)
12. Often requires small group work.
13. Provision for challenging or testing out of competency.
14. Attractive, well laid out, professional looking (cover especially important).
15. Quality duplication, copying.
16. Easily located, used, returned and stored.
17. First draft should be stamped "FIRST DRAFT".

STUDENT LEARNING GUIDE

SCHOOL

ADULT HIGH SCHOOL COMPLETION

(Logo)

IDENTIFYING SUBJECT
AREA

SUBJECT AREA: SOCIAL STUDIES

COURSE CODE DIRECTORY TITLE AND NO.: AMERICAN HISTORY IA #2100310

PERFORMANCE STANDARD NO.: 1.01

CREDIT: .5

PERFORMANCE STANDARD: UNDERSTAND HOW CONTEMPORARY AMERICAN SOCIETY DEPENDS
UPON THE CONTRIBUTIONS OF PAST SOCIETIES & CULTURES

INTRODUCTION:

EXPLAIN THE CONTRIBUTIONS OF THE COLONIAL EXPERIENCE TO
CONTEMPORARY AMERICA.

- ° WRITE LAST INSURE IT REFLECTS THE CONTENTS OF THIS GUIDE
- ° SHORT, NO MORE THAN 50 WORDS, 2/3 SENTENCES
- ° TELL WHAT, HOW, AND WHY

PREREQUISITES:

- ° NAME FOR COURSE, IF APPLICABLE

LABORATORY ACTIVITIES:

- ° SPECIFICALLY IN THE SCIENCE AREA (LECTURES, GROUP ACTIVITIES IF
SCHEDULED FOR THIS STANDARD.

END-OF-COURSE OBJECTIVE:

Conditions: IN A TEST SITUATION WITHOUT THE USE OF RESOURCES THE

Performance: STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF AMERICAN

Criterion: HISTORY WITH 70% ACCURACY ON THIS STANDARD.

FORMAT & DIRECTIONS:

Dr. Bill Blank, U. Of S.F.
Carolyn Crews-Whitby, Orange Co.

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PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

LEARNING EXPERIENCES

AMERICAN HISTORY A

PERFORMANCE STANDARD:

REPEAT THE PERFORMANCE STANDARD HERE

LEARNING ACTIVITIES

SPECIAL INSTRUCTIONS

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

1. TAKE THE PRE-TEST FOR THIS STANDARD.
IF SCORE IS 90% OR ABOVE, GO ON THE
THE NEXT STANDARD. IF 89% OR LESS,
COMPLETE THIS LEARNING GUIDE AS
DIRECTED.

° LIST ACTIVITIES AND ASSIGNMENTS YOU WANT
THE STUDENT TO DO IN ORDER TO ACHIEVE/
MASTER THIS PERFORMANCE STANDARD.

° BEGIN EACH ACTIVITY STATEMENT WITH AN
ACTION VERB: READ, VIEW, SOLVE, CHECK,
LISTEN TO, PLAN, PRACTICE, ETC.

° VARIETY OF ACTIVITIES: READINGS, MEDIA,
PRACTICE EXERCISES, OBSERVATION, ETC.

° WRITE DIRECTLY TO THE STUDENT.

° USE TITLE AND PAGE NUMBER OF BOOKS.

PRESENTATION

PRACTICE

FEEDBACK

30

(24)

1. ASK THE INSTRUCTOR
FOR PRE-TEST.
AFTER COMPLETION, HAVE
THE INSTRUCTOR GRADE.

(WRITE SPECIFIC INSTRUCTIONS
DIRECTLY ACROSS
FROM ACTIVITY TO WHICH
IT REFERS).

°USE THIS COLUM TO
---LOCATION OF MATERIALS
---FURTHER EXPLANATION
OF ACTIVITY
---HOW TO OBTAIN SPECIAL
RESOURCES

INSTRUCTION SHEET AMERICAN HISTORY A

PERFORMANCE STANDARD NO.: 1.01

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

- ° THIS SHEET IS OPTIONAL, DEPENDING UPON WHETHER ADDITIONAL INFORMATION IS NEEDED BY THE STUDENT AND NOT AVAILABLE FROM OTHER RESOURCES.
- ° ASSIGN A TITLE SO AS TO REFER TO IT BY NAME.
- ° CAN BE A SINGLE SHEET OR SEVERAL PAGES.
- ° NOT CONSUMABLE; REPRODUCE STUDENT COPIES FROM THIS GUIDE IF NECESSARY.
- ° MAKE INSTRUCTIONS CLEAR SO THAT THE STUDENT DOES NOT NEED TO GO TO THE INSTRUCTOR FOR DIRECTIONS (EXCESSIVELY).
- ° USE INSTRUCTION SHEET FOR
CHARTS, DIAGRAMS, SPECIAL VOCABULARY LISTS, NEW INFORMATION
OF YOUR OWN WRITING, CASE PROBLEMS, ETC.

SELF-CHECK

PERFORMANCE STANDARD NO.: 1.01

DIRECTIONS

WRITE CLEAR AND SIMPLE DIRECTIONS

IF YOU WANT THE STUDENT TO CHECK HIS/HER OWN WORK

SAY SO HERE.

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

- ° GENERALLY, EACH PERFORMANCE STANDARD WILL HAVE A CHECK TEST, STATE REQUEST.
 - ° ANSWER KEY PLACED ON BACK OF THIS SHEET.
 - ° ASSIGN A BRIEF TITLE TO THE SELF-CHECK SO IT CAN BE REFERRED TO BY NAME.
 - ° LIMIT QUESTIONS TO 10, COVERING THE MAJOR POINTS OF THE PERFORMANCE STANDARD; ONE SIDE.
 - ° USE ANY FORM OF TEST ITEM (MATCHING, T/F, ESSAY, SHORT ANSWER, M/C).
- VARY YOUR SELF-CHECKS. NOT ALL T/F FOR EVERY STANDARD, ETC.

INDIVIDUAL PERFORMANCE
STANDARD CHECK SHEET
C B A E
HIGH SCHOOL COMPLETION

Post-Test Average	
Final Test Grade	
Final Course Grade	
Credit	

Date _____

CBAE INSTRUCTOR'S

PERFORMANCE STANDARD CHECK SHEET

INSTRUCTIONS:

1. Place the performance standard number in the box provided at the top.
2. Place the date in the corresponding box to indicate completion.

[illegible]

CBAE STUDENT LEARNING GUIDE CRITIQUE

COURSE: _____ NUMBER _____

LEARNING GUIDE STANDARD(S) _____

("YES" IF SATISFACTORY AND "NO" IF UNSATISFACTORY WITH COMMENTS)

____ 1. CORRECTLY COMPLETED COVER SHEET

____ 2. PRE TEST WHICH MEASURE MASTERY OF THE STANDARD

____ 3. CLEARLY DEFINED AND APPROPRIATE ACTIVITIES AND INSTRUCTIONS

____ 4. SELF CHECK ACTIVITY

____ 5. POST TEST WHICH MEASURES MASTERY OF STANDARD

____ 6. ANSWER KEYS FOR PRE/POST TESTS AND SELF CHECK ACTIVITIES

____ 7. GRAMMATICAL/ TYPING

OTHER COMMENTS, OBSERVATIONS, AND SUGGESTIONS:(ATTACH IF NEEDED)

EVALUATOR(S): _____ DATE: _____

CBAE COURSE CRITIQUE

COURSE: _____ NUMBER: _____

EVALUATOR(S): _____

IF THE ITEM LISTED IS SATISFACTORY, WRITE "YES" IN THE BLANK BY IT, IF IT NEEDS CHANGE, WRITE "NO" IN THE BLANK BY IT AND LIST THE CHANGES NEEDED BELOW IT.

FOR THE COURSE AS A WHOLE: (DO ONLY ONCE PER COURSE)

_____ 1. INTRODUCTION, LIST OF RESOURCE MATERIALS NEEDED, FRAMEWORK, LIST OF ALL PERFORMANCE STANDARDS:

_____ 2. SEMESTER/FINAL EXAMS WHICH MEASURE MASTERY OF STANDARDS.

_____ 3. ANSWER KEYS FOR EXAMS

_____ 4. GRAMMATICAL/TYPING

_____ 5. SEQUENCE OF STANDARDS AND ACTIVITIES

LIST ANY POTENTIAL CLASSROOM MANAGEMENT PROBLEMS IN IMPLEMENTATION OF THIS COURSE GUIDE:

STUDENT LEARNING GUIDE

BREVARD COMMUNITY COLLEGE

ADULT HIGH SCHOOL COMPLETION

(SUBJECT AREA)

LISTED HERE

SUBJECT AREA: TITLE OF COURSE LISTED HERE

COURSE CODE DIRECTORY TITLE AND NO.: THESE NUMBERS ARE IDENTIFIERS FOR THE
STATE COURSE CODE DIRECTORY & COLLEGE
COURSE CODE

PERFORMANCE STANDARD NO.: 1.01 (SEE YOUR COURSE CREDIT: .5 = $\frac{1}{2}$ FOR THIS
STANDARD SHEET) COURSE

PERFORMANCE STANDARD: THE PERFORMANCE STANDARD APPEARS HERE

INTRODUCTION: READ THIS CAREFULLY. IT EXPAINS THE PERFORMANCE STANDARD
AND EXPECTATIONS YOU ARE TO PERFORM.

PREREQUISITES: IN SOME CASES, A PREVIOUS COURSE MUST BE TAKEN IN ORDER TO ENTER
THIS COURSE. (I.E., ALGEBRA I BEFORE TAKING ALGEBRA II) ALSO,
YOU MAY BE REQUIRED TO HAVE A READING SCORE APPROPRIATE FOR
TAKING THIS COURSE.

LABORATORY ACTIVITIES:

THIS AREA IS FOR SPECIAL LABS, LECTURES, DEMONSTRATIONS, THAT
MIGHT BE REQUIRED FOR MASTERY OF THE PERFORMANCE STANDARD.

END-OF-COURSE OBJECTIVE:

THE FOLLOWING ILLUSTRATES:

Conditions:

GIVEN 10 PROBLEMS INVOLVING THE MULTIPLICATION OF FRACTIONS

Performance:

(CONDITIONS), THE STUDENT WILL BE ABLE TO COMPLETE THEM

Criterion:

(PERFORMANCE) WITH 70% ACCURACY (CRITERION).

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

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LEARNING EXPERIENCES

PERFORMANCE STANDARD:

THE PERFORMANCE STANDARD IS REPEATED HERE

LEARNING ACTIVITIES

SPECIAL INSTRUCTIONS

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

HERE WILL APPEAR SPECIFIC INSTRUCTIONS FOR WHAT TO DO AND WHICH MATERIALS TO USE.

YOU AND THE INSTRUCTOR WILL JOINTLY DECIDE WHICH OF THESE YOU SHOULD COMPLETE BASED ON PRETEST RESULTS.

AN EXAMPLE OF LEARNING ACTIVITIES MIGHT BE TO READ A PASSAGE AND ANSWER QUESTIONS, COMPLETE A LAB, VIEW AN AUDIO-VISUAL PRESENTATION, OR PREPARE A SPEECH.

THREE THINGS HAPPEN HERE:

PRESENTATION OF WHAT TO DO

PRACTICE IN APPLYING IT,

FEEDBACK ON HOW THE WORK WAS DONE

NOTE: YOUR INSTRUCTOR MAY GIVE YOU ADDITIONAL ACTIVITIES NOT WRITTEN IN THIS GUIDE.

THE INSTRUCTOR ALSO ASSESSES WHEN YOU ARE READY TO TAKE THE POST-TEST.

YOU MAY FIND THAT YOU NEED TO WORK THROUGH ALL THE ACTIVITIES PRESENTED HERE, PLUS HAVE ADDITIONAL ASSIGNMENTS BEFORE TAKING THE POST-TEST.

THIS SPACE IS FOR SPECIAL INSTRUCTIONS RELATIVE TO NECESSARY INFORMATION YOU NEED TO KNOW TO PERFORM THE LEARNING ACTIVITIES.

INFORMATION MIGHT BE THE ORDER IN WHICH ACTIVITIES SHOULD BE SCHEDULED, WHERE SPECIAL MATERIALS ARE LOCATED, OR WHEN TO ASK THE INSTRUCTOR TO ASSIST IN ARRANGING FOR A GROUP EXERCISE.

INSTRUCTION ON WHEN TO TAKE THE SELF-CHECK AND POST-TEST WILL ALSO BE PROVIDED HERE.

INSTRUCTION SHEET

PERFORMANCE STANDARD NO.: 1.01

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

THIS SHEET MAY NOT APPEAR IN EVERY STUDENT LEARNING GUIDE. IF ONE IS USED, YOU WILL BE REFERRED TO IT BY ONE OF THE LEARNING ACTIVITIES PRESENTED ON THE PREVIOUS PAGE.

THIS SHEET USUALLY CONTAINS GRAPHICS OR PICTURES TO CLARIFY A PROCESS OR CONCEPT BEING PRESENTED.

IT MAY ALSO PROVIDE DETAILED INSTRUCTIONS FOR A WRITING ASSIGNMENT OR LAB ASSIGNMENT, OR MAY PRESENT A CHECKLIST FOR EVALUATING A TASK YOU HAVE BEEN ASKED TO DO.

SELF-CHECK

PERFORMANCE STANDARD NO.: 1.01

DIRECTIONS

SPECIAL DIRECTIONS ARE PRESENTED HERE. READ CAREFULLY.

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

THE SELF-CHECK GIVES YOU A CHANCE TO MEASURE YOUR PROGRESS BEFORE TAKING THE POST-TEST ON THIS LEARNING GUIDE. YOU COMPLETE IT AND GRADE IT YOURSELF, USING THE SELF-CHECK ANSWER KEY ON THE NEXT PAGE.

NO GRADE IS RECORDED. THE INSTRUCTOR MAY REQUIRE THAT YOU DISCUSS THE SELF-CHECK WITH HIM/HER. IT IS IMPORTANT TO CHECK YOURSELF FAIRLY. IF YOU LOOK AHEAD AT THE ANSWER KEY OR SKIP ITEMS, YOU MAY THINK YOU ARE READY FOR THE POST-TEST WHEN YOU ACTUALLY NEED MORE STUDY.

AFTER SUCCESSFULLY COMPLETING THE SELF-CHECK AND DISCUSSING YOUR PROGRESS WITH THE INSTRUCTOR, YOU WILL BE ASSIGNED A TESTING TIME TO TAKE THE POST-TEST.

YOU WILL NOT BE GIVEN THE POST-TEST IMMEDIATELY, BUT WILL POSSIBLY TAKE THE TEST DURING THE NEXT CLASS PERIOD OR AT LEAST WAIT A MINIMUM OF 24 HOURS.

WHILE YOU WAIT TO TAKE YOUR POST-TEST, DO THE FOLLOWING:

- ** REVIEW THE INSTRUCTIONAL MATERIAL
- ** GO ON TO THE NEXT PERFORMANCE STANDARD

SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 1.01

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

REMEMBER, DO NOT LOOK AT THIS SHEET UNTIL YOU HAVE COMPLETED THE SELF-CHECK TO YOUR SATISFACTION.

AFTER GRADING YOUR SELF-CHECK, DISCUSS YOUR PROGRESS WITH THE INSTRUCTOR AND MAKE ARRANGEMENTS FOR: (1) ADDITIONAL ACTIVITIES TO ASSURE MASTERY OF THIS COMPETENCY, OR (2) TAKING THE POST-TEST FOR THIS COMPETENCY.

STUDENT LEARNING GUIDE

BREVARD COMMUNITY COLLEGE

ADULT HIGH SCHOOL COMPLETION

ENGLISH II

SUBJECT AREA: Language Arts

COURSE CODE DIRECTORY TITLE AND NO.: English II A #1001340

PERFORMANCE STANDARD NO.: 3.01

CREDIT: 0.5

PERFORMANCE STANDARD: The student will apply standard rules for punctuation.

INTRODUCTION:

This performance standard will help the student apply the standard rules for punctuation. Punctuation marks help the student make clear the meaning of written work.

PREREQUISITES:

None

LABORATORY ACTIVITIES:

None

END-OF-COURSE OBJECTIVE:

Conditions:

In a test situation the student will demonstrate an understanding of the standard rules for punctuation with at least 70% accuracy.

Performance:

Criterion:

LEARNING EXPERIENCES

PERFORMANCE STANDARD: 3.01 English II A

LEARNING ACTIVITIES

SPECIAL INSTRUCTIONS

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

- | | |
|---|--|
| 1. Take pre test 3.01. If score is 90%, go to 3.02. | 1. Obtain pre test from instructor.
(Grammar and Composition 1) |
| 2. If score is less than 90% on pre test, read and study "Periods, End Marks, and Exclamation Points", pp. 394-397. Complete Exercise 1, 1-3, p. 395. <u>Warriner's</u> | 2. Check answers on answer sheet. |
| 3. Read and study "Commas", pp. 397-413. Review Uses of the Comma on p. 416. Complete Review Exercise D, 1-10, p. 417. <u>Warriner's</u> | SEE INSTRUCTION SHEET
3. Check answers on answer sheet. |
| 4. Read and study "The Semicolon", pp. 420-421. Complete Exercise 1, 1-5 pp. 421-422. <u>Warriner's</u> | 4. Check answers on answer sheet. |
| 5. Read and study "The Colon", pp. 423-424. Complete Exercise 2, 1-5, pp. 424-425. <u>Warriner's</u> | 5. Check answers on answer sheet. |
| 6. Read and study "Underlining Italics", pp. 426-427. Complete Exercise 1, nos. 1,3,4, p. 427. <u>Warriner's</u> | 6. Check answers on answer sheet. |
| 7. Read and study "Quotation Marks", pp. 428-432. Complete Exercise 2, nos. 1,3,4 - p. 431. <u>Warriner's</u> | 7. Check answers on answer sheet. |
| 8. Read and study "Apostrophes", pp. 434-442. Complete Exercise 7, 1-5, p. 442. <u>Warriner's</u> | 8. Check answers on answer sheet. |
| 9. Read and study "Hypens", pp. 442-445. <u>Warriners</u> | 9. no instructions |
| 10. Read and study "Dashes", pp. 445-446; "Parenthesis", pp. 446-447. Complete Exercise 10, 1-5, p. 447. <u>Warriner's</u> | 10. Check answers on answer sheet. |
| 11. Take Self Check. | 11. Check answers on Self-Check answer sheet. |
| 12. Take post test 3.01. | 12. Obtain post test from instructor. |

INSTRUCTION SHEET

Answer Sheet

PERFORMANCE STANDARD NO.: 3.01

Page 1 of 2

Activities

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

English II A

Performance standard: 3.01

Activity #2 Warriner's, p. 395, Exercise 1

1. eagerly. She humanity. She bow.
2. squire. In equipment. At knight. He chivalry.
3. ceremony. How hour! How ceremony! Now fortune. He honor.

Activity #3 Warriner's, p. 417, Review Exercise D

1. Tomlin
2. year, enough
3. knives, forks, floor
4. Dad, 30, 1966
5. is, opinion, teachers, enough
6. Doris, sound
7. Yes, Ruth, Hempstead
8. Portland, Oregon, Monday, 2, Saturday,
9. grate
10. condition

Activity #4 Warriner's, pp. 421-422, Exercise 1

1. informative; example
2. waters; (or water)
3. bear;
4. animal;
5. environment;

Activity #5 Warriner's, pp. 424-425 Exercise 2

1. women:
2. advice:
3. period:
4. 8:10 8:45
5. C

Activity #6 Warriner's, p. 427, Exercise 1

1. crafted (the second crafted)
3. El Capitan'
Grey Eagle
The Maid of New Orleans
Robert E. Lee
Cutty Shark
Nightingale
Thermopylae

4. The Big Sky
Two Little Savages
Death Comes for the Archbishop
Robinson Crusoe
The Swiss Family Robinson

INSTRUCTION SHEET

PERFORMANCE STANDARD NO.: 3.01

Answer Sheet continued

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

Page 2 of 2

Activities

English II A

Performance standard: 3.01

Activity #7 Warriner's, p. 431, Exercise 2

1. "I'm afraid," said the woman, "You've made the wrong turn."
3. "Did you say, I should turn right on 200?" asked Jake.
4. "Wow; look at that house!" exclaimed Sue. "Did you ever see anything spookier?"

Activity #8 Warriner's, p. 442, Exercise 7

1. You're, t's
2. Joneses', '29
3. You've, children's
4. Deer's, goats'
5. sister-in-law's

Activity #10 Warriner's, p. 447, Exercise 10

1. this: I
2. Corps (a report) and
3. problem: everybody
4. 3:45
shoe (the minute) and
5:07
5. Rome: "Friends"

SELF-CHECK

PERFORMANCE STANDARD NO.: 3.01 English II A

DIRECTIONS

Write the identifying letter of the correct answer in Column B next to the number of the item in Column A that described it. Items in Column B may be used more than once.

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

COLUMN A

1. used at end of imperative sentence
2. used in dates and addresses
3. used after an interrogative sentence
4. used to show the omission of a letter
5. used at the end of a declarative sentence
6. used after the salutation of a business letter
7. used to set off titles of chapters in a book
8. used after an abbreviation or initial
9. used to enclose exact words of a person
10. used after words expressing sudden feeling
11. used to separate words in a series
12. used before a series or list introduced by "as follows"
13. used to indicate sudden change in sentence
(when sentence is suddenly broken off)
14. used to set off unrelated words in a sentence
15. used between hours and minutes
16. denotes ownership
17. used before a coordinating conjunction in a compound sentence
18. used to separate independent clauses of a compound sentence
when they are not joined by a coordinating conjunction.

COLUMN B

- A. period
- B. question mark
- C. exclamation mark
- D. comma
- E. colon
- F. dash
- G. quotation mark
- H. semicolon
- I. apostrophe

SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 3.01 English II A

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

1. a
2. d
3. b
4. i
5. a
6. e
7. g
8. a
9. g
10. c
11. d
12. e
13. f
14. f
15. e
16. i
17. d
18. h

SELF-CHECK ANSWER SHEET

AMERICAN HISTORY A

PERFORMANCE STANDARD NO.: 1.01

PLEASE DO NOT WRITE OR MARK ON THIS GUIDE

ANSWER (WITH EXPLANATION, IF DESIRED)

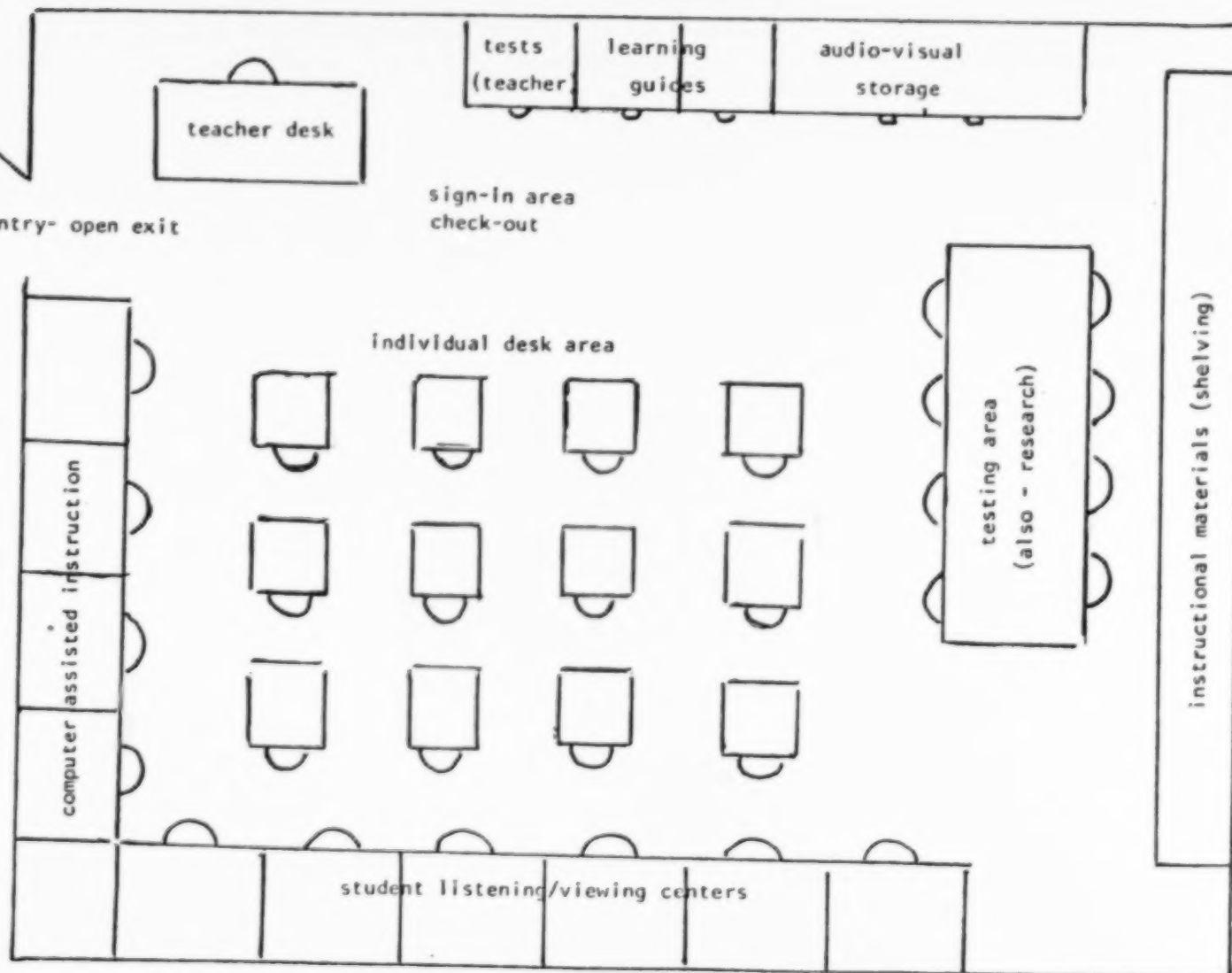
See your instructor for POST-TEST to determine this
COMPETENCY'S MASTERY.

THE CBAE LABORATORY APPROACH

APPENDIX I

APPENDIX I

open entry- open exit



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CBAE

COMPETENCY-BASED ADULT EDUCATION

PROGRAM MANAGEMENT GUIDE

Program was developed under a 310³ Special Demonstration and Teacher Training Project awarded by the Bureau of Adult & Community Education, Department of Education, Tallahassee, Florida to Brevard Community College for year 1984-85.

PROJECT TITLE

"Creating A Competency-Based Adult Education Program Model"

Funding for this project is granted under Section 310, The Adult Education Act, Public Law 91-230, 1978.

DISSEMINATION

Contact: Mr. John W. Lawrence, Bureau Chief
Bureau for Adult & Community Education
Department of Education
Knott Building
Tallahassee, FL 32304

Project Director: Elizabeth Singer, Dean
Adult/Community Education, Cocoa Campus

Project Assistant: Cynthia Brubaker

Open Campus Provost: Dr. A. Perkins Marquess

MAJOR CONSULTANTS

Dr. Dan Gardner, Florida International University (Guide & Training)
Dr. Wayne James, University of South Florida (Teacher Training & Guide Critique)
Dr. William Blank, University of South Florida (Teacher Training)
Mr. Ned Richardson, Administrator, Lee Adult High School, Leesburg
Lee Adult High School Staff (Guide & Training of Teachers/Staff)

Michael Elchenko
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BREVARD COMMUNITY COLLEGE, Open Campus
Adult/Community Education Division
1519 Clearlake Road
Cocoa, Florida 32922

Tel: (305) 632-1111, X 3180

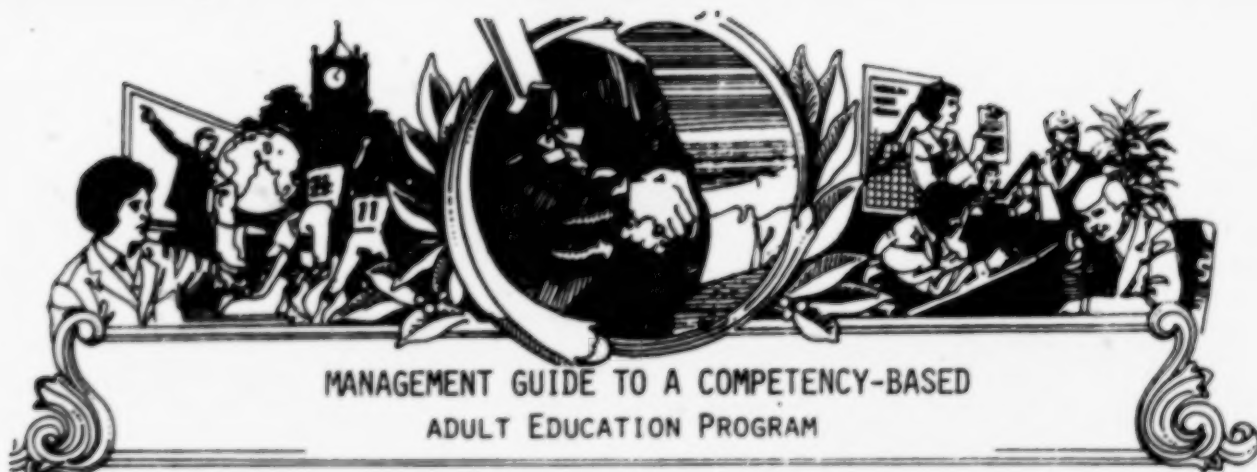


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CBAE Criticism Refuted	12
Professional Roles	18
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CBAE

COMPETENCY-BASED ADULT EDUCATION

STUDENT SERVICES GUIDE

This CBAE High School Completion Student Services Guide was compiled as a result of a 310 Special Demonstration Teacher Training Project (1984-85), awarded by the Bureau for Adult & Community Education, Department of Education, Tallahassee, FL. to Brevard Community College, Open Campus.

A companion document was developed under this project entitled MANAGEMENT GUIDE TO A COMPETENCY-BASED ADULT EDUCATION PROGRAM for ADMINISTRATORS, COUNSELORS & TEACHERS. This guide will have state and national dissemination; whereas, the student services guide is intended to be indigenous of Brevard County's program implementation. Users of Brevard's student service guide should make frequent referral to the more comprehensive CBAE MANAGEMENT GUIDE.

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1985-86

COMPETENCY-BASED ADULT HIGH SCHOOL COMPLETION

STUDENT SERVICES GUIDE

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CBAE

COMPETENCY-BASED ADULT EDUCATION

CLASSROOM MANAGEMENT GUIDE

COMPETENCY-BASED ADULT EDUCATION

A

Guide to Classroom Management

This booklet was developed under a 310 Special Demonstration & Teacher Training Project awarded by the Bureau for Adult & Community Education, Department of Education, Tallahassee, Florida to Brevard Community College, Open Campus, and Florida Atlantic University, Adult Education Division, for 1985-86.

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PURPOSE of GUIDE

Used as a training component at the
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Used to train new CBAE instructors.

Brevard Community College & Florida Atlantic University
are equal opportunity/equal access institutions.

COMPETENCY-BASED ADULT EDUCATION
CLASSROOM MANAGEMENT

GUIDE

"A Trainer's Manual" and "A Facilitator's Guide"

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